





## ONLINE LEARNING ENGAGEMENT WITH PEDAGOGICAL APPROACHES

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## How many of you have taken an online course and receive certification?

 **Quick Poll: type in the chat**

Have you ever taken an online course and received a certificate?

- A. Yes
- B. No
- C. I've taken one, but didn't finish
- D. I've taken multiple online courses

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# Now, think back to one of those courses. What kept you motivated to continue or what made you lose interest?


Let's share in the chat or discuss briefly.

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## @ UTM

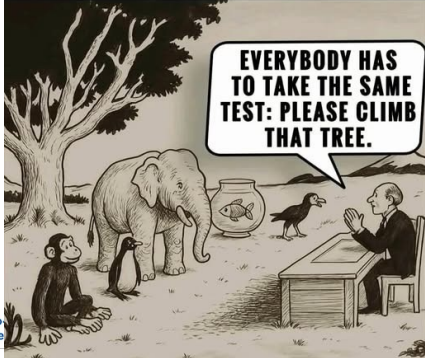



**UTM MOOC**  
Massive Open Online Courses

**UTM MC Micro**  
Credentials


- <https://mooc.utm.my/>
- <https://utmcdex.utm.my/micro-credential/>
- <https://roer.utm.my/>
- <https://vrlab.utm.my/>
- <https://olc.utm.my/onlinelearning/>

**CURRENT EDUCATIONAL SYSTEM:**



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## The best online learning platforms in 2025

source: <https://www.talentlms.com/>

Platform	Best for	Rating	Pricing
1. TalentLMS	Employee, partner, customer training for SMBs	4.6/5	Free plan available; pricing starts at \$109 for up to 40 users per month
2. Coursera	Employee training	4.5/5	Free courses available; pricing starts at \$9.99 per course
3. Udemy	Employee training	4.5/5	Free courses available; pricing starts at \$10 per course
4. LinkedIn Learning	Employee training	4.4/5	Free trial available; pricing starts at \$20 per course
5. EdX	Academic learning	4.5/5	Free courses available; pricing starts at \$90 per course
6. Pluralsight	Employee training	4.6/5	Free trial available; pricing starts at \$26 per course
7. Skilljar	Customer and partner training	4.6/5	No free trial available; no price listed
8. SC Training (formerly EdApp)	Mobile training	4.7/5	Free plan available; pricing starts at \$5 per learner
9. Moodle	Academic learning	4.1/5	Free plan available; pricing starts at \$130 per year
10. 360Learning	Employee, partner, and customer training	4.6/5	Free trial available; pricing starts at \$8/user per month
11. Docebo	Enterprise-level training	4.3/5	Free plan available on request; no price listed
12. LearnUpon	Employee training	4.6/5	Free trial available; no price listed


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## Learners demand for flexibility and personalization

- Demands systems that are flexible, adaptable and personalized to **equip learners with future-ready skills**:
- Critical thinking and creativity, Collaboration and communication, and Ethical and global awareness (World Economic Forum, 2025).


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## Teaching with technology

- As a teacher, you can use technology with suitable approaches to improve/enhance/promote **future-ready skills**.
- But how?
- Let's begin by understanding the importance of pedagogy

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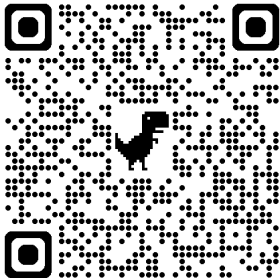
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## QUIZ TIME

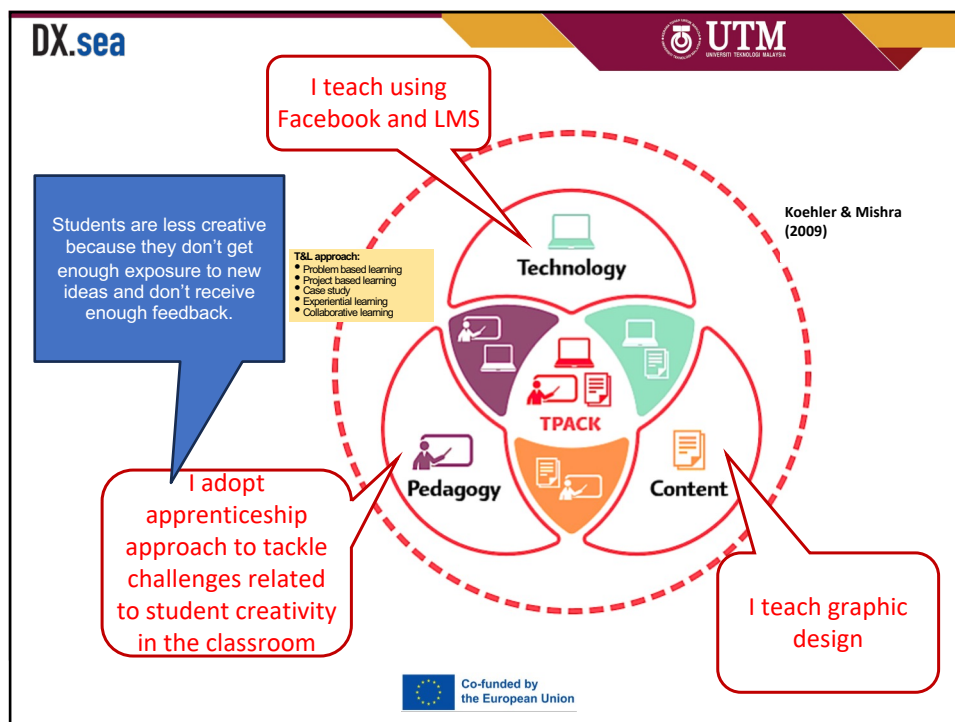
Pedagogy Awareness Quiz

<https://forms.gle/iF7Xw6XtUnGZNateA>

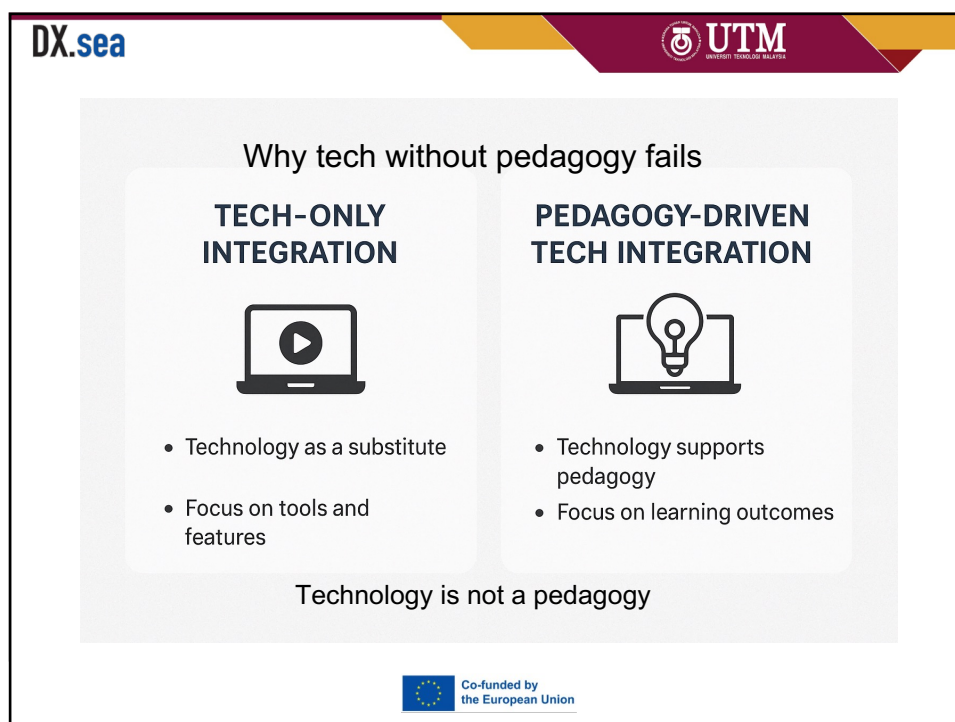


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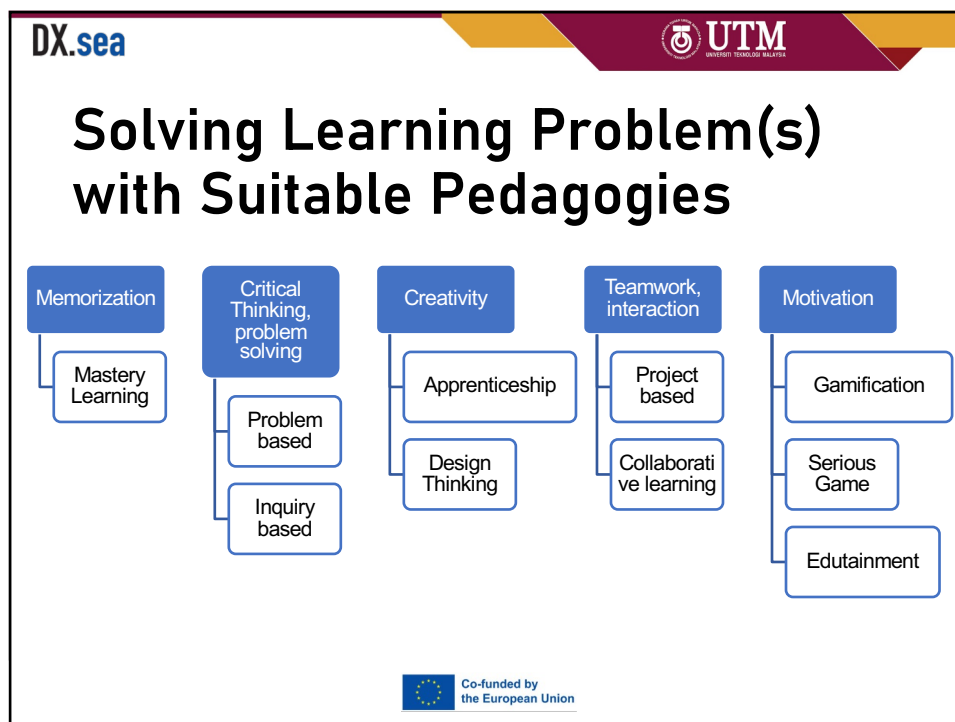
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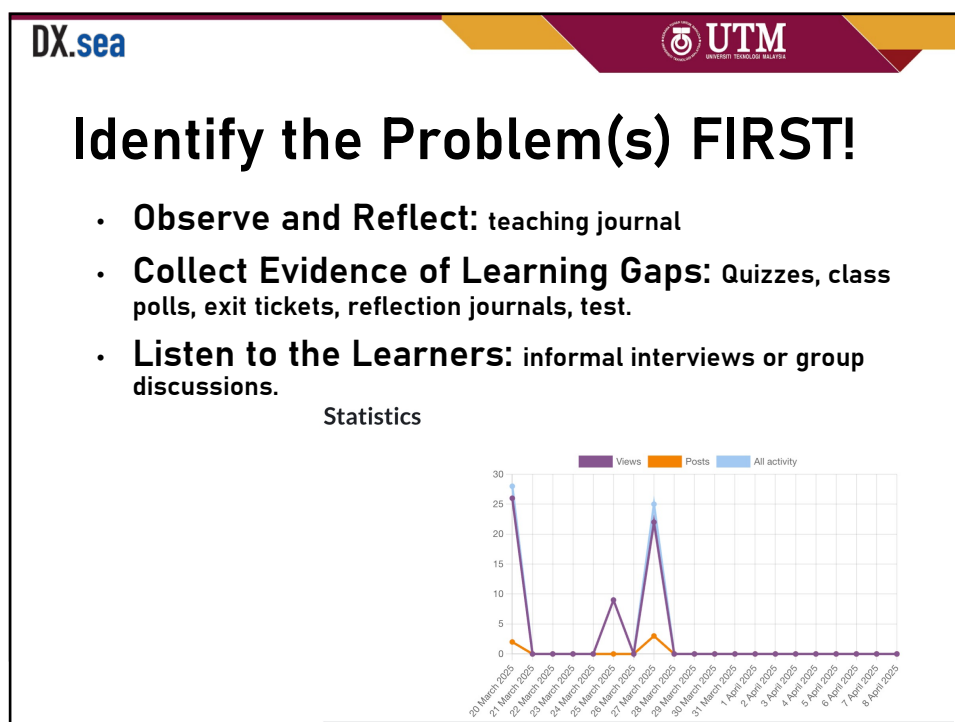
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## Identify the Problem(s) FIRST!

- Analyze the Type of Problem

Type of Problem	Description	Example
<b>Cognitive</b>	They don't grasp the content	Misunderstand abstract math concepts
<b>Affective/Motivational</b>	They lack interest, confidence, or feel anxious	Afraid to speak in language class
<b>Metacognitive</b>	They don't know how to learn or self-monitor	Can't plan study time or check own work
<b>Skill-based</b>	They lack specific skills	Can't analyze texts or use tech tools
<b>Social</b>	They struggle to collaborate or ask for help	Prefer working alone, don't interact much


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## Identify the Problem(s) FIRST!

- Match Pedagogy to Problem

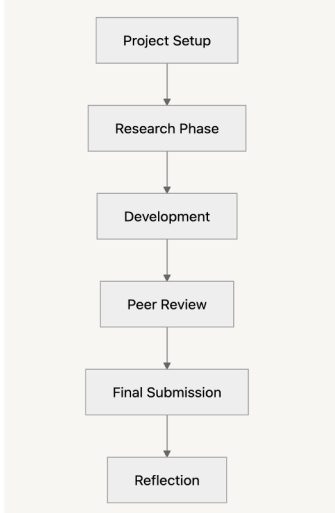
Learner Problem	Suitable Pedagogies
Lack of engagement or confidence	<b>Gamification, Project-Based Learning, Role-play</b>
Weak understanding	<b>Scaffolded Instruction, Worked Examples, CRA</b>
Poor communication/collaboration	<b>Collaborative Learning, Think-Pair-Share, Debate</b>
Difficulty in applying knowledge	<b>Problem-Based Learning, Case-Based Learning</b>
Need for self-regulation	<b>Flipped Classroom, Learning Contracts, e-Portfolios</b>

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## Structuring Project-based learning (PjBL) in LMS





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graph TD
    A[Project Setup] --> B[Research Phase]
    B --> C[Development]
    C --> D[Peer Review]
    D --> E[Final Submission]
    E --> F[Reflection]
            
```

Project Phase	Moodle Activity	Duration
Project setup	Page + Forum	1 week
Research Phase	Database + Wiki	2 weeks
Development	Assignment + Forum	3 weeks
Peer Review	Workshop	1 week
Final Submission	Assignment deadline	1 week
Reflection	Reflection after final submission	1 week




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## Structuring Inquiry-Based Learning

**IBL Pedagogical Support:** Scaffolding, Guiding Prompts, Peer Collaboration

Phase	Activity Description	Week
1. Orientation	Introduce the topic, set learning goals, activate prior knowledge, and engage interest.	Week 1
2. Question Formulation	Students generate key questions or problems to investigate.	Week 1
3. Investigation	Conduct research, experiments, data collection, and analysis of information.	Weeks 2–3
4. Data Interpretation	Analyze and interpret findings; identify patterns and connections.	Week 4
5. Conclusion	Draw conclusions, make explanations, and compare results to initial questions.	Week 5
6. Reflection	Reflect on the learning process, outcomes, and future questions.	Week 6



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## Tips to Maximize Engagement in Online Learning

- **Include:**
  - Microlearning
  - Storytelling
  - Peer interaction
  - Game-based learning
  - Assessment for learning (formative)


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## Microlearning

- Each microlearning session lasts for a maximum of 15 minutes.
- During these 15 minutes, students will focus on a key concept or area by watching videos, reading articles, or having discussions.
- These sessions should also include practical activities which provide opportunities to apply the new knowledge.

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# Storytelling

- Start each topic with a compelling story that relates to the subject matter.


Discussion: Could you discuss the roles/ multimedia team that may involved in producing these videos:

(1) Alumni UTM:



(2) Alumni UTM:

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# Peer Responses

## 2. Peer Responses

- Read and **respond to at least two** classmates' posts.
- Compare your chosen model with theirs. How do they differ? Which aspects do you find most useful?
- Provide constructive feedback or **suggest improvements** to their application of the model.
- Share additional insights or **questions** that can further the discussion.

aktiviti: bola jaring ( 3 on 3)

- Untuk mencapai objektif pengajaran menguasai teknik hantaran dada, tangkap, dan lontaran kumpulan pelajar dala untuk menyesuaikan masa dan ruang yang diperuntukkan.
- setelah memperoleh data maklum balas dan modul pengajaran diperbaiki dan dijadikan modul pengajaran untuk set

Pe

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Re: Successive Approximation Model (SAM)  
by [MUHAMMAD NUR AIMAN BIN ABDURRAHMAN](#) - Thursday, 10 April 2025, 10:50 AM

Saya setuju dengan Wan Asfa, model SAM ini juga sesuai apabila diaplikasi dalam subjek PIPK kerana kita dapat merapubila melakukan aktiviti. Saya juga mengaplikasikan subjek Pendidikan Jasmani dengan menggunakan model ADDAsfa agak sama dengan saya. Adakah model ADDIE dan model SAM sesuai diaplikasikan dalam subjek Pendidikan Ja


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Re: Successive Approximation Model (SAM)  
by [ELVY FITZDOWELLY GOLLEYSONE BISEH](#) - Thursday, 10 April 2025, 11:36 AM


Model SAM sangat menarik. Boleh saya tahu pengajaran Model ini fleksibel dari segi ruang pengajaran atau masa i

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# Game based Learning

## 3-Week Game-Based Learning Plan for a Graphics Topic (in an LMS)

Week	Learning Focus	Game-Based Activities	LMS Tools	Engagement Strategy
<b>Week 1: Explore &amp; Equip</b> <i>(Theme: "Designer's Journey Begins")</i>	<ul style="list-style-type: none"> <li>- Introduction to design principles (e.g., color, layout, typography)</li> <li>- Tools tutorial (e.g., Canva, Illustrator)</li> </ul>	<ul style="list-style-type: none"> <li>- "Design 101" scavenger hunt (find examples online)</li> <li>- <b>Badge for uploading first project</b> (e.g., poster/mockup)</li> <li>- Forum: share favorite design &amp; critique</li> <li>- Design challenge: Create a logo or social media post</li> <li>- "Boss level" quiz on design elements</li> <li>- <b>Peer rating</b> = XP points</li> <li>- Leaderboard updated</li> <li>- "Final Boss" project (graded design brief)</li> <li>- Submit to online gallery (forum or Padlet)</li> <li>- <b>Earn final badge/certificate</b></li> <li>- Self-assessment/reflection journal</li> </ul>	<ul style="list-style-type: none"> <li>- Modules</li> <li>- Forums</li> <li>- File upload</li> <li>- Badges</li> <li>- Assignments</li> <li>- Quizzes</li> <li>- Peer review</li> <li>- Gradebook</li> <li>- leaderboard</li> <li>- Assignments</li> <li>- Forums</li> <li>- Surveys</li> <li>- Certificates</li> </ul>	<ul style="list-style-type: none"> <li>- Storytelling ("You're a designer apprentice")</li> <li>- Exploration quests</li> <li>- Competition (weekly top designer)</li> <li>- XP for feedback &amp; collaboration</li> <li>- Recognition (best design vote)</li> <li>- Reflection &amp; reward</li> <li>- Public showcase</li> </ul>
<b>Week 2: Create &amp; Compete</b> <i>(Theme: "Level Up Your Skills")</i>	<ul style="list-style-type: none"> <li>- Practice design: layout, color theory, branding</li> <li>- Peer review &amp; feedback</li> </ul>			
<b>Week 3: Mastery &amp; Showcase</b> <i>(Theme: "Final Boss &amp; Portfolio Reveal")</i>	<ul style="list-style-type: none"> <li>- Final project: complete a real-world design brief (e.g., event poster or brand kit)</li> <li>- Reflection</li> </ul>			

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# Assessment for learning (formative)

Level	Assessment Type	Skill Focus	Example Task	Tools in LMS
<div>●</div> <b>Easy (Level 1 – Recognition &amp; Understanding)</b>	Quiz / Visual Analysis	<ul style="list-style-type: none"> <li>- Identify design elements</li> <li>- Basic terms (color, balance, contrast)</li> </ul>	<ul style="list-style-type: none"> <li>- Multiple-choice quiz: Match term to image</li> <li>- Upload an ad and label 3 elements</li> </ul>	Quiz tool Forum/image annotation
<div>●</div> <b>Medium (Level 2 – Application)</b>	Guided Practice / Draft Design	<ul style="list-style-type: none"> <li>- Apply concepts in basic design</li> <li>- Choose appropriate color, font, layout</li> </ul>	<ul style="list-style-type: none"> <li>- Create a simple poster or social media post</li> <li>- Use provided assets/templates</li> </ul>	Assignment upload Template tools Peer comments
<div>●</div> <b>Challenging (Level 3 – Creation &amp; Feedback)</b>	Design Task + Peer Feedback	<ul style="list-style-type: none"> <li>- Create original designs</li> <li>- Justify decisions</li> <li>- Respond to critique</li> </ul>	<ul style="list-style-type: none"> <li>- Logo or banner design from a brief</li> <li>- Explain choices (color, font, layout)</li> <li>- Review 2 classmates' work</li> </ul>	Assignment + rubric Peer review Forum
<div>●</div> <b>Advanced (Level 4 – Integration &amp; Reflection)</b>	Mini Portfolio + Self-Assessment	<ul style="list-style-type: none"> <li>- Combine multiple skills</li> <li>- Reflect on improvement &amp; design process</li> </ul>	<ul style="list-style-type: none"> <li>- Submit 2–3 works + written reflection</li> <li>- "How did I grow as a designer?"</li> </ul>	

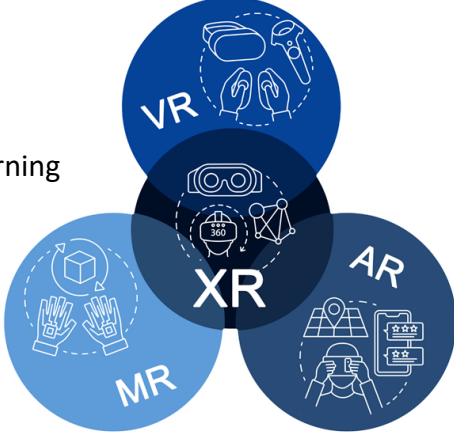
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## Trends Shaping the Future of Online Pedagogy


- **Include:**
  - AI-powered learning
  - XR in education (VR/AR)
  - Personalized adaptive learning




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## Trends Shaping the Future of Online Pedagogy

<https://codesign.utm.my>


- providing prompt and meaningful feedback.
- creating a supportive virtual learning community



4 Comments





**zac** on 20 March 2025 at 9:36 AM  
 What do you think of my design?  
[Log in to Reply](#)





**ArtBot** on 20 March 2025 at 9:37 AM  
 Your design shows promise, but it could benefit from a few adjustments. The color palette feels a bit muted; consider exploring bolder combinations to enhance visual impact. Additionally, ensure that the text elements are cohesive and easy to read. A clear narrative will help guide your audience through the design. Keep refining, and you'll create something truly engaging!

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Step	Description	Example in Design Teaching (AI Integration)
<b>Modeling</b>	The teacher demonstrates the task or skill while explaining the thought process.	Teacher demonstrates design process and explains key decisions while showing a sample design.
<b>Coaching</b>	Learners attempt the task with guidance and support from the teacher or system.	Students submit designs to AI for feedback, with teacher providing additional input.
<b>Scaffolding</b>	Structured support is provided to help learners complete tasks successfully.	AI provides prompts or feedback, guiding students through revisions.
<b>Articulation</b>	Students explain their thinking or choices, helping them internalize their learning.	Students justify their design changes based on AI feedback and teacher advice.
<b>Reflection</b>	Learners reflect on their work, comparing it with expert models or peers.	Students review their designs and AI feedback to identify areas of improvement.
<b>Exploration</b>	Support is gradually reduced, encouraging learners to take risks and explore independently.	Students experiment with new design ideas, applying AI suggestions and teacher feedback without heavy reliance on guidance.


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## Planning Online Learning with Appropriate Pedagogy

[https://docs.google.com/document/d/1QInZAp\\_MPX3cE4-lsVqT4H2VyMHe9zyy/edit](https://docs.google.com/document/d/1QInZAp_MPX3cE4-lsVqT4H2VyMHe9zyy/edit)

**What one change will you make in your next online lesson?"**


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**Q&A  
THANK YOU**

LINK TO THE NOTES:  
<https://rb.gy/tyfgpt>

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